DOCUMENT RESUME

ED 242 810 UD 023 437

TITLE	Chicago Public Schools Promotion Policy, K-12.
INSTITUTION	Chicago Board of Education, Ill. Dept. of Curriculum.
REPORT NO	81-114-7
PUB DATE	27 May 81
NOTE	18p.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Academic Achievement; Basic Skills; *Board of Education Policy; Criterion Referenced Tests; Curriculum; *Educational Policy; Elementary Secondary Education; *Grades (Scholastic); *Graduation Requirements; Intervention; Standardized Tests; *Student Educational Objectives; *Student Promotion
IDENTIFIERS	Chicago Mastery Learning Reading Program; *Chicago Public Schools IL

ABSTRACT

The student promotion policy for Chicago public schools is delineated in this guide. The promotion policy in both elementary and secondary schools is described as consisting of three dimensions: (1) instructional program; (2) intervention and monitoring activities; and (3) assessment, testing, and program evaluation. Components of each of these three areas are presented separately for grades K-8 and grades 9-12. In addition, requirements for the Chicago Mastery Learning Reading Program, and the expected average reading grade range as measured by currently used standardized tests, are summarized. (CJM)

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CHICAGO PUBLIC SCHOOLS

PROMOTION POLICY, K-12

RUTH B. LOVE

General Superintendent of Schools

Approved by
BOARD OF EDUCATION
OF THE CITY OF CHICAGO
Board Report No. 81-114-7
May 27, 1981

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FOREWORD

Underlying the promotion policy of the Chicago public schools are three academic, or basic skill, goals:

- To emphasize basic skills at the primary grades so that the children who complete the third grade will be able to perform the basic skills of reading, writing, and arithmetic.

- To identify students who are below grade level, at grade level, or above grade level, and provide instruction to meet their needs. For students who are below grade level, provision will be made for special programs to improve their academic performance in basic skills.

- To instruct students academically and vocationally so that high school graduates will possess the academic skills to pursue higher education and/or the marketable skills needed to join the labor force.

Achievement of these goals should provide systemwide instructional equity and ensure a successful, rewarding life for all of the children who graduate from the Chicago public schools.

Ruth B. Love

RUTH B. LOVE
General Superintendent of Schools

CHICAGO PUBLIC SCHOOLS
PROMOTION POLICY, K-12

POLICY STATEMENT

I. ELEMENTARY SCHOOLS

The promotion policy for the elementary school includes implementation of the Chicago Mastery Learning Reading Program in a graded organizational structure.

- Analysis of student achievement as recorded on the Student Progress Record must reflect a minimum mastery of approximately 79 to 83 percent of the Chicago Mastery Learning Reading units for progression from one grade to the next.

- Children who do not meet the minimum mastery expectations of the Chicago Mastery Learning Reading Program specified for first grade are to be placed in a pre-second grade program. These students are to be provided with an appropriate intervention support program implemented in the local school to ensure acquisition of basic skills.

- In the other grades, children who do not meet the minimum mastery expectations of the Chicago Mastery Learning Reading Program are to be provided with an appropriate instructional support program. These students may be retained for a full semester or for a school year, to be determined by the nature of the remedial program implemented by the local school and the organizational structure at the school; however, admission to high school will remain on an annual basis.

- The decision to provide additional time must be made on a child-by-child basis, and not through the use of arbitrary cutoff points based solely on the results of the standardized tests. Criteria encompass the standardized tests, midyear and end-of-year tests, learning pattern as recorded on the Student Progress Record, and developmental criteria related to social, emotional, and physical growth.

- For those children exceeding the minimum mastery expectation of the Chicago Mastery Learning Reading Program as well as the citywide standardized test average reading grade expectation range, the school may implement a reading program focusing on enrichment, such as a total basal reader or literature program. The recordkeeping for these students will follow the management system that is integral to the total basal reader or literature program adopted by the school.

- Successful performance on the test for Public Law 195 (Constitutions of the United States and State of Illinois) is required.

- Children in the bilingual program in categories A and B are to be judged on their performance or achievement in their own language, using criterion-referenced tests where they exist or teacher judgment where they do not.

  Children in category C are to meet the conditions of the promotion policy in English, as do all other children who are instructed through the use of the English language.

- Generally, special education students in the elementary program are graduated and transferred to high school if they will be 15 years of age by December 1 of that year.

II. SECONDARY SCHOOLS

Successful completion of a prescribed curriculum based on defined instructional objectives for each course, as well as minimum mastery of items as indicated on criterion-referenced tests in English, biology, general science, pre-algebra, algebra, geometry, and foods, determines promotion in and graduation from the secondary school. (Models of criterion-referenced tests in other subject areas have been distributed to schools.) An additional requirement for graduation stipulating successful completion of the Chicago Minimum Proficiency Skills Test was approved by the Board of Education of the City of Chicago, Board Report 76-400-6.

- Most students complete secondary school in four years; however, graduation is based on successful completion of required courses. In addition, students must successfully pass the Chicago Minimum Proficiency Skills Test or be counseled into the General Education Development Program or adult education programs of the junior colleges.

- Those requiring more than four years to successfully complete graduation requirements should be programmed accordingly.

- All the available intervention activities to facilitate learning should be made available to reluctant learners.

- School attendance should be emphasized as critical to success in school.

- Successful performance on the test for Public Law 195 (U.S. and state constitutions) is required.

- Completion of at least nine weeks of consumer education (required by School Code of Illinois) is required.

- Enrollment in the driver education classroom instruction program (offered in the sophomore year physical education program) is required.

- High school graduation requirements for the student in the bilingual program are the same as for all students in the Chicago public schools.

- Special education students are graduated from high school upon successful completion of the prescribed high school curriculum as identified by the Individual Education Program (IEP). Satisfactory completion of the program is determined by the professionals responsible for the education of the student.

CHICAGO PUBLIC SCHOOLS
PROMOTION POLICY, K-12

I. ELEMENTARY SCHOOLS

The promotion policy for the elementary school includes implementation of the Chicago Mastery Learning Reading Program in a graded organizational structure. There are three major dimensions to the policy:

Instructional Program

Intervention and Monitoring Activities

Assessment, Testing, and Program Evaluation.

A. Instructional Program

1. Language arts, reading, and mathematics curriculums are structured on an instructional continuum from preschool/kindergarten through the eighth grade.

2. Science and social studies are structured on an instructional continuum of major concepts from kindergarten through the eighth grade.

3. Art, music, and physical education are structured on an instructional continuum of activities from kindergarten through the eighth grade.

4. A first-grade child who has not met the minimum requirements for promotion at the end of the school year will be placed in the "pre-second" grade to ensure the acquisition of basic skills.

5. The decision to provide an additional year for a child at any grade may be made at any time on an individual basis. A standardized test should not be used as the sole criterion for retention.

B. Intervention and Monitoring Activities

1. The administrative monitoring system includes student, classroom, school, and district progress records for completion and review by appropriate personnel.

2. Teachers keep classroom progress records on which are noted mastery of units of individual children. Principals review these rosters at intervals established by each district superintendent.

3. The principals note those students who show lack of progress and investigate possible causes. They make certain that appropriate instruction materials are available to each classroom and that classrooms are organized to promote learning. They make certain that appropriate referrals are made as early as possible to pupil services teams for possible identification of learning disabilities and other causes which may require special education placement and services or, perhaps, assignment to a learning disabilities reading clinic. Referrals to the nurse, social worker, attendance officer, or speech therapist or a conference with parents may help the child.

4. Volunteer, cross-age, and teacher tutoring programs, as well as parent, business, and university support programs, should be established for those children requiring this added assistance.

5. The principal may call upon available support program personnel to work with those teachers who need help or training in meeting the needs of the children.

6. Children may be identified for placement in the district education and vocational guidance center for the upper grades. The EVG center has a smaller pupil-teacher ratio, concentrates on skill development in reading and mathematics, and also offers a pre-vocational component.

C. Assessment of Learning, Testing, and Program Evaluation

1. Formative and/or criterion-referenced tests should be used by the teacher to determine a child's mastery of each instructional unit. Mastery is recorded on the Classroom Progress Record as it occurs. Mastery is also recorded on the Student Progress Record for each child as part of the permanent record for the next teacher or the next school to continue instruction.

2. Midyear and end-of-grade tests are being developed to assist local staff in making promotional decisions. To determine a child's placement in the next grade, the teacher and principal should consider the following: end-of-grade tests, the Student Progress Record, and standardized test data, as well as the child's social, emotional, and physical development.

3. The test selected for use in the citywide standardized testing program should be used in conjunction with the end-of-year test, developmental criteria, and instructional support program data to determine the child's grade placement.

4. Analysis of the child's Student Progress Record must reflect approximately 79 to 83 percent mastery of the instructional units for a given grade for promotion from one year to the next.

D. Summary Statement

1. The promotion policy has three dimensions:

   Instructional Program

   Intervention and Monitoring Activities

   Assessment, Testing, and Program Evaluation.

2. A first-grade child who has not met the minimum requirements for promotion at the end of the school year will be placed in the "pre-second" grade to ensure the acquisition of basic skills.

3. Analysis of the child's Student Progress Record must reflect approximately 79 to 83 percent mastery of the instructional units for a given grade for promotion to the next grade.

II. SECONDARY SCHOOLS

Successful completion of a prescribed curriculum based on defined instructional objectives for each course, as well as minimum mastery of items as indicated on criterion-referenced tests for selected courses, determines promotion in and graduation from the secondary school. An additional requirement for graduation stipulating successful completion of the Chicago Minimum Proficiency Skills Test was approved by the Board of Education of the City of Chicago, Board Report 76-400-6.

There are three major dimensions to the promotional policy for the secondary schools:

Instructional Program

Intervention and Monitoring Activities

Assessment, Testing, and Program Evaluation.

A. Instructional Program

Requirements for High School Graduation. In accordance with regulations adopted by the Board of Education of the City of Chicago for graduation from the secondary school, the student must earn a total of 18 units while meeting the following requirements:

four units of English

three units of social sciences

three units of mathematics and science

one-half unit of art and one-half unit of music

one unit of health, physical education, safety, and driver education and/or ROTC

six additional units.

B. Intervention and Monitoring Activities

1. English

Freshmen whose reading achievement scores fall in the third stanine or below are programmed into two English classes--Basic English I and Reading Laboratory I. This support program of a reading laboratory in addition to English is continued at the sophomore and junior year levels for those students who require continuing support services. The elementary school Student Progress Records are transmitted to the secondary school for use by the reading laboratory teacher.

2. Mathematics

Freshmen whose mathematics achievement scores fall within the first or second stanine (ninth percentile or below) are programmed into General Mathematics classes. Those whose mathematics achievement scores fall within the third or fourth stanines (tenth through thirty-ninth percentiles) are programmed into Pre-Algebra classes.

Elementary Mathematics Mastery Record File Folders are forwarded to the receiving secondary schools for continued use by the mathematics teachers for remedial students.

3. Chicago Proficiency in Basic Skills Course

   Entering freshmen are given the Chicago Minimum Proficiency Skills Test, and those who do not place out are programmed into the Proficiency in Basic Skills course in their freshman year. In addition, entering sophomores and juniors who failed the Chicago Minimum Proficiency Skills Test in the previous spring are programmed into the Proficiency in Basic Skills Course until they are successful in the test.

4. Instruction materials for English, reading, and mathematics are identified and coded for their remedial value in secondary school programs.

5. Curriculum materials for every course focus on specific instructional objectives to be achieved in the course. These objectives establish the instructional scope and sequence to be completed for the course.

   All teachers have an instructional guide for teaching reading in the content areas entitled Every Teacher a Teacher of Reading.

6. Students with special learning handicaps--physical, emotional, or psychological--are referred for diagnostic workups and possible placement in programs of special educational services.

7. Volunteer, cross-age, and teacher tutoring programs, as well as parent, business, and university support programs, should be established for those children requiring this added assistance.

C. Assessment, Testing, and Program Evaluation

1. Students entering the secondary school are programmed for classes on the basis of consultation among the sending elementary school, the receiving secondary school, and the parent and student.

2. Criterion-referenced tests based on the instructional objectives of the course have been developed for the following courses: English, pre-algebra, algebra, geometry, general science, biology, and foods. Criterion-referenced test models have been prepared in other subject areas. The results of the criterion-referenced tests given during the semester should be used at midyear and end of year as a factor in determining successful course completion.

D. Summary Statement

1. The promotion policy has three dimensions:

   Instructional Program

   Intervention and Monitoring Activities

   Assessment, Testing, and Program Evaluation.

2. The criteria for successful completion of secondary school are--

   successful completion of the requirements of each course as specified by the course instructional objectives and as measured by the criterion-referenced tests for selected courses

   successful completion of the courses required for graduation

   success on the Chicago Minimum Proficiency Skills Test.

PROMOTION POLICY--ELEMENTARY PROGRAM

THREE DIMENSIONS

K-8 INSTRUCTIONAL PROGRAM	K-8 INTERVENTION AND MONITORING ACTIVITIES	K-8 ASSESSMENT, TESTING AND PROGRAM EVALUATION
Mastery Learning Reading Program	Mastery Learning Monitoring System	Overview of the Instructional Program
Language Arts Continuum	Student Progress Records	Criterion-Referenced Testing
Mathematics Skills Continuum	Classroom Progress Records	Midyear and End-of-Grade Testing
Social Studies Concepts Continuum	School Progress Records	Standardized Testing
Science Concepts Continuum	District Progress Records	Pupil Services Team Staffing
Music, Art, and Physical Education Activities	Instruction Materials	Bilingual Census
Bilingual Programs	Curriculum Materials	Short Test of Linguistic Skills
Vocational Education	Pupil Services Team Referrals	Child Study Examination
Family Life Education	Special Education Programs and Services	Chicago Minimum Proficiency Skills Test (Grade 8)
Drug Education	Volunteer Tutoring	Principal's Handbook for Assessing the School Reading Program
Career Awareness Education	Parent/School Support Programs	Model for Needs Assessment of Elementary School Instructional Programs
	Intensive Reading Improvement Program (some schools)	Program Evaluations
	Intensive Mathematics Improvement Program (some schools)	Instruction Materials Evaluation
	Staff Development Activities	
	EVG Placement (some schools)	
	Guidance and Counseling Services	
	Parent Conferences	
	Other Funded Programs and Activities	
	Summer School Activities (if approved)	
	Attendance Program	
	Other Volunteer School Support Programs	

Children in the bilingual program in categories A and B are to be judged on their performance or achievement in their own language, using criterion-referenced tests where they exist or teacher judgment where they do not. Children in category C are to meet the conditions of the promotion policy in English, as do all other children who are instructed through the use of the English language.

Generally, special education students in the elementary program are graduated and transferred to high school if they will be 15 years of age by December 1 of that year.

PROMOTION POLICY--SECONDARY PROGRAM

THREE DIMENSIONS

9-12 INSTRUCTIONAL PROGRAM	9-12 INTERVENTION AND MONITORING ACTIVITIES	9-12 ASSESSMENT, TESTING, AND PROGRAM EVALUATION
Curriculum Offerings	Curriculum Materials	Criterion-Referenced Tests for Selected Courses
English	Special Instruction Materials	Citywide Testing
Mathematics	Reading Laboratories	Chicago Minimum Proficiency Skills Test
Science	Remedial Mathematics	Bilingual Census
Social Studies	Pre-Algebra	Short Test of Linguistic Skills
Foreign Languages	Tutoring	Child Study Examination
Business Education	Proficiency in Basic Skills Course	Program Evaluation
Computer Education	Every Teacher a Teacher of Reading	Review of Curriculum Offerings
Home Economics	Pupil Services Team Referrals	Instruction Materials Evaluation
Health Occupations	Special Education Programs and Services	
Industrial Education	Guidance and Counseling Services	
Health, Physical Education, and Safety	Staff Development Activities	
ROTC	Parent Conferences	
Art	Other Funded Programs	
Music	Summer School (if approved)	
Driver Education	Close Attendance Followup	
Bilingual Education	Other Volunteer School Support Programs	
ESL Programs		
Career Education		

High school graduation requirements for the student in the bilingual program are the same as for all students in the Chicago public schools.

Special education students are graduated from high school upon successful completion of the prescribed high school curriculum as identified by the Individual Education Program (IEP). Satisfactory completion of the program is determined by the professionals responsible for the education of the student.

CHICAGO MASTERY LEARNING READING PROGRAM

GRADE	PROGRAM UNITS	MINIMUM MASTERY EXPECTATIONS
K	10	8
1	24	19
Pre-2nd		
2	24	19
3	24	19
4	24	19
5	14	11
6	14	11
7	12	10
8	12	10

A first-grade child who has not met the minimum requirements for promotion at the end of the school year is placed in the "pre-second" grade to ensure acquisition of basic skills.

GRADE IN SCHOOL AND STANDARDIZED TEST GRADE-EQUIVALENT RANGES

GRADE IN SCHOOL	GRADE EXPECTANCY	AVERAGE READING GRADE EXPECTATION RANGE
1	1.8	1.2 - 3.0
Pre-2nd	1.8	1.2 - 3.0
2	2.8	2.1 - 4.1
3	3.8	2.8 - 5.1
4	4.8	3.6 - 6.0
5	5.8	4.3 - 7.0
6	6.8	5.2 - 8.1
7	7.8	5.8 - 9.0
8	8.8	6.5 - 9.9

This chart is intended to display the reading grade range expected in spring on currently used standardized tests for average learners in each grade. The range is that of 68 percent of all children in the national norming sample. In this national sample, 16 percent of all students in a particular grade obtained grade-equivalent scores below this range and 16 percent received grade-equivalent scores above this range.

The grade placement of children is determined by the analysis of student achievement as recorded on the Student Progress Records, end-of-year Chicago Mastery Learning Reading Program tests, and developmental criteria as well as standardized test data.

Should the currently used citywide standardized test be replaced with another test, then the above chart will be revised to reflect appropriate reading grade-equivalent ranges for each grade.